

In my doctoral dissertation, I analyze communicative games in two radio stations: Polish Radio for Children (Polskie Radio Dzieciom) and the Russian station Детское радио. I have subjected selected broadcasts to direct analysis. In selecting the research sample, I aimed for relevance and representativeness, as well as ensuring the inclusion of the programming schedule's specificities (especially its cyclic nature). Due to these objectives, the research sample compares broadcasts targeted at children, aired on the analyzed stations throughout 2019. Each quarter of the year is probed by a week of monitoring, resulting in a total of four weeks of content, or approximately 868 hours of recordings—about 420 hours from Polish Radio for Children and 448 hours from Детское Радио.

I treat the term "communicative game" as synonymous with the concept of "language game" in its broad sense, as proposed by Danuta Kepra-Figura. I understand it as an intentional act of surpassing communicative norms (or, in some cases, their unintentional violation, perceived as a game by the recipient). My fundamental assumption is the way that language games serve specific communicative functions and play a critical role in modern media communication. The primary function of language games is the phatic function, with the expressive and persuasive functions subordinated to it. Following Kepra-Figura's interpretation, which highlights the performative aspect of the phatic function, I also take into account the performative dimension of language games. Both the initial conditions for the occurrence of a language game and its intended (or actual) outcomes relate to the communicative community shared by the sender and receiver.

My research has two main objectives. The first is to identify the communicative games used in children's radio in Poland and Russia. The second is to examine the intention and effect of using communicative games by media broadcasters.

In my analysis, I take a media linguistic approach, focusing not only on the textual properties of radio broadcasts but also on how analyzing these texts helps in understanding the specific nature of media communication. Radio, understood here metonymically as a medium of transmission, serves as a space in which various communicative games are played, allowing broadcasters to establish and maintain a connection with the audience.

My work is comparative not only due to making a comparison between Polish and Russian children's radio, but also because it draws on both Polish and Russian media linguistics'

traditions. I combine these two approaches to create a more comprehensive picture of how communicative games function in children's media.

The conclusion of my dissertation emphasizes the significance of communicative games in children's radio. These games not only engage young listeners but also play a vital educational and social role. Crossing the conventional communication rules allows for the development of a more in depth relationship between the broadcaster and the audience, as well as fostering long-term engagement with radio programs. This research aims to demonstrate how media can effectively use language games to enhance interaction and communication with young audiences. Through this analysis, it is possible to gain a deeper understanding of the role of children's radio in shaping social relationships, building communicative communities, and the importance of communicative games in creating engaging media content for children.

Keywords: radio, child audience, children's radio, language games, communicative games, phatic function, comparatism, media communication, media pragmatics